

MIDD-WEST PHILOSOPHY OF READING INSTRUCTION

Teacher Generated – November 13, 2013

GRADE 3	GRADE 4	GRADE 5
<ul style="list-style-type: none"> • Explicit instruction of strategies and skills • Book choice • Engagement • Feedback • Strong foundations of skills and strategies – learn to read versus read to learn • Books can change your life • Read deeply/think deeply • Time to read independently • Students read books that are at their “just right” reading level • Home/school connection 	<ul style="list-style-type: none"> • Explicit teaching of strategies and skills • Book choice • Engagement • Time to read independently • Variety/genres • Time to talk about books • Purpose 	<ul style="list-style-type: none"> • Explicit instruction, demonstration/modeling of strategies and skills • Life long readers/learners • Book choice • Time to read independently • Encouragement, compliments • Genres introduce/taught • Real-life applications

QUALITIES OF SUCCESSFUL READING INSTRUCTION

- Teach the reader not the reading
- Reading skills and strategies are explicitly taught every day
- Reading 50-60 minutes for reading instruction and independent reading
- Kids are matched to their just right books of their choice
- Readers write and talk about reading
- Readers need clear goals and frequent feedback
- Readers receive differentiated instruction in conference and small strategy groups



“I’ve taught for a lot of years, and I’ve never seen anything like it. There is something different about this (reading curriculum) that I have never seen before. It’s changing children’s lives.”

5th Grade Teacher